

CONWAY ELEMENTARY

1101 Snowhill Drive
Conway, South Carolina 29526

GRADES PK-5 Elementary School

ENROLLMENT 647 Students

PRINCIPAL Joanne Morris 843-488-0696

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	42	55	2	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

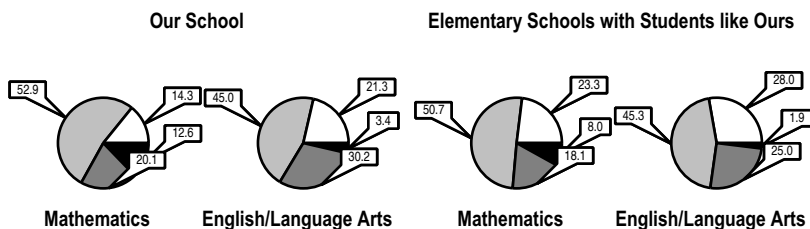
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Good	Good	N/A
2003	Good	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	52	100	66
Percent satisfied with learning environment	100.0%	89.8%	90.5%
Percent satisfied with social and physical environment	100.0%	92.0%	80.6%
Percent satisfied with home-school relations	88.5%	92.0%	93.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	320	99.4	21.3	45.0	30.2	3.4	33.7	17.6
Gender								
Male	180	98.9	19.9	52.8	25.5	1.9	27.3	17.6
Female	140	100.0	23.1	35.4	36.2	5.4	41.5	17.6
Racial/Ethnic Group								
White	136	100.0	8.4	37.4	47.3	6.9	54.2	17.6
African-American	173	98.8	32.9	51.3	15.1	0.7	15.8	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	263	99.6	18.3	43.2	34.4	4.1	38.6	17.6
Disabled	57	98.2	36.0	54.0	10.0	N/A	10.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	320	99.4	21.3	45.0	30.2	3.4	33.7	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	315	99.4	20.8	45.1	30.6	3.5	34.0	17.6
Socio-Economic Status								
Subsidized meals	218	99.1	29.2	49.0	20.8	1.0	21.9	17.6
Full-pay meals	102	100.0	6.1	37.4	48.5	8.1	56.6	17.6

Mathematics								
All students	320	100.0	14.3	52.9	20.1	12.6	32.8	15.5
Gender								
Male	180	100.0	12.3	56.4	18.4	12.9	31.3	15.5
Female	140	100.0	16.9	48.5	22.3	12.3	34.6	15.5
Racial/Ethnic Group								
White	136	100.0	2.3	42.0	31.3	24.4	55.7	15.5
African-American	173	100.0	24.7	62.3	10.4	2.6	13.0	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	263	100.0	12.0	50.0	23.1	14.9	38.0	15.5
Disabled	57	100.0	25.5	66.7	5.9	2.0	7.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	320	100.0	14.3	52.9	20.1	12.6	32.8	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	315	100.0	13.8	53.1	20.3	12.8	33.1	15.5
Socio-Economic Status								
Subsidized meals	218	100.0	18.6	62.4	13.4	5.7	19.1	15.5
Full-pay meals	102	100.0	6.1	34.3	33.3	26.3	59.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	108	99.1	17.6	32.4	44.1	5.9	50.0
	Grade 4	97	100.0	23.3	50.0	24.4	2.3	26.7
	Grade 5	115	99.1	23.3	53.4	21.4	1.9	23.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	108	100.0	11.7	61.2	18.4	8.7	27.2
	Grade 4	97	100.0	17.4	44.2	19.8	18.6	38.4
	Grade 5	115	100.0	14.4	51.9	22.1	11.5	33.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 647)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.4%	Down from 3.3%	2.6%	2.4%
Attendance rate	96.3%	Up from 96.2%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	16.0%	Up from 14.0%	11.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.8%	Up from 9.8%	8.1%	8.0%
Older than usual for grade	0.5%	Down from 1.2%	1.2%	1.1%
Suspended or expelled	0.6%	N/R	0.0%	0.0%

Teachers (n= 48)				
Teachers with advanced degrees	54.2%	Up from 54.0%	47.0%	50.0%
Continuing contract teachers	95.8%	Up from 86.0%	85.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.9%	Up from 88.3%	86.7%	86.2%
Teacher attendance rate	96.0%	Up from 95.8%	95.2%	95.3%
Average teacher salary	\$41,107	Up 1.7%	\$39,408	\$39,909
Prof. development days/teacher	8.8 days	Down from 11.4 days	11.8 days	11.4 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio	18.3 to 1	Up from 17.7 to 1	18.9 to 1	18.9 to 1
Prime instructional time	91.6%	Up from 91.0%	89.3%	89.7%
Dollars spent per pupil*	\$6,237	Down 1.5%	\$5,792	\$5,892
Percent spent on teacher salaries*	68.9%	Up from 61.8%	66.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Conway Elementary staff began 2002-03 with a celebration of increased student achievement in child development through fifth grade classrooms. The celebration continued throughout the year with the Silver Incentive Award recognition in November and our move to the new facility on Snowhill Drive in December. Each nine week grading period concluded with recognition of students with outstanding academic progress and citizenship.

A yearlong commitment to collaborative planning for standards based instruction as well as a level of high expectations in each classroom encouraged students to do their best. Implementation of Team Time has allowed our students to work in achievement groups for daily mathematics lessons in addition to regular classroom lessons. We feel that this approach has increased our mathematics performance and we plan to continue this intervention. A variety of literacy materials, manipulatives, technology programs and science resources were available to students. Title I funds and PTO donations will allow the school to continue to provide needed materials for the upcoming year.

Community diversity and student demographics have encouraged our staff to become more aware of cultural differences. Relevant publications on multicultural diversity as well as current research of reading instruction were used as staff development tools.

Support from school volunteers, Parent Teacher Organization and community businesses enhanced learning opportunities for students and encouraged staff members to continue to strive for excellence. The arts have sponsored enrichment activities such as artist in residence, Mr. Potter, visiting authors and music concerts. A highlight of the year for a group of third, fourth and fifth graders was an invitation to perform with the Pittsburgh Symphony in January.

Participation in service learning activities; Pennies for Patients, Jump Rope for Heart, Tabs for Ronald McDonald House, HTC recycling project and community causes gave our students life-long lessons in caring and giving to others.

We feel very positive about the successes of our students and staff at Conway Elementary. We do realize that as we continue to face academic and social challenges, we are committed to continuous growth.

Joanne P. Morris, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.